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ABSTRACT

Based on the collaborative efforts of six New York postsecondary institutions and several social agencies, this manual provides guidelines for institutions wishing to develop and implement a program to extend continuing education to the elderly homebound. An introductory section describes the Elderly Homebound Project, upon which many of the suggestions and examples provided in the guidebook were based. This project trained older adults as learning companions, that is, persons who attend non-credit college courses and share the knowledge they gain with homebound elderly persons between the weekly course sessions. The manual provides suggestions as well as samples of flyers, correspondence, forms, advance television schedules, and other documents useful in replicating this program. Its 14 sections cover: (1) purpose of the manual; (2) educational philosophy; (3) goals and objectives; (4) steps in getting started; (5) recruiting homebound elderly and learning companions; (6) staffing needs and personnel, including advisory committee members' responsibilities; (7) curriculum and instructional methods, including the use of television; (8) teacher training; (9) scheduling staff meetings; (10) one-year budget; (11) development of a series of forms to facilitate information flow; (12) problems that the Institute of Study for Older Adults at New York City Community College encountered and solved; (13) program evaluation; and (14) conclusions. (AYC)

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"NEVER TOO LATE..."

EXTENDING CONTINUING EDUCATION TO THE ELDERLY HOMEBOUND

MANUAL

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Developed by THE INSTITUTE OF STUDY FOR OLDER ADULTS,
THE DIVISION OF CONTINUING EDUCATION,
NEW YORK CITY COMMUNITY COLLEGE OF THE
CITY UNIVERSITY OF NEW YORK

JC 810 556

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and
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June, 1980

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ACKNOWLEDGEMENTS

This Manual represents the culmination of the efforts of hundreds of people working together with the homebound elderly.

We thank the participating agencies and organizations, teachers, the staff of New York City Community College, Learning Companions, and finally the Homebound Elderly.

Support for this project was provided by a grant of Federal funds under Title I of the Higher Education Act of 1965 (Community Service and Continuing Education, administered by the New York State Education Department)

and by

A grant under Title III, Section 308 of the Older Americans Act administered by the Administration on Aging.

The Staff of the Elderly Homebound Program

"I'm glad to be useful. A lot of people don't have anyone. I'm glad I'm helping to keep them home, and out of an institution".
-Clarine (Learning Companion)

INTRODUCTION

"I think this program's primary importance is as a service to the homebound elderly, and should be regarded as having the same priority as home care and health care, Meals on Wheels, and other home services..."

-Peter Oppenheimer
Coordinator of Adult Programs
New York City Community College

This program has demonstrated that:

- -The elderly homebound can participate in continuing education through a community network of Learning Companions.
- -Older Learning Companions can be trained to provide the outreach education service of a college to older shut-ins.
- -A college and cooperating social agencies can enrich and extend the delivery of service and the productive impact of services on both the givers and receivers.

A major goal of this project has been to bring continuing education programs to homebound older adults whose physical and/or emotional confinement would, under normal circumstances, preclude their involvement in community education programs. We have sought to involve minority and low-income older adults whose exposure to such programs may have been minimal even before they became homebound. In order to reach these often isolated and lonely groups, we have worked closely with social agencies who have identified homebound populations within their service boundaries.

These agencies may provide services to shut-ins, including Meals on Wheels, telephone reassurance, homemaker, housekeeper and health aide services, friendly visitor programs, and other related services. Our program has rigorously worked toward developing liaisons with these social agencies, not to duplicate the services they provide for homebound older adults but rather to enhance and add to these programs by providing educational programs that can touch the mind and spirit of elderly homebound students and their Learning Companions.

Through this program, a consortium of six educational institutions including three universities, two community colleges and one four-year college located in New York State's urban and surburban areas, in collaboration with a number of social agencies, has brought an innovative series of continuing education courses to elderly shut-ins living largely in inner-city, low-income areas. This project has developed a model which has enriched the lives of the homebound elderly and helped to maintain them in their home environment, and can be replicated in other areas of the country.

The program trained older adults who were usually affiliated with a senior citizen center or social agency to become Learning Companions (L.C.'s). They enrolled in ten-week college courses that met for two hours a week at a convenient community site. In between the weekly course sessions, Learning Companions visited shut-ins to transmit course content and class discussion to them. The following week, the L.C.'s returned to the classroom with questions and feedback from the elder homebound students. In 1978-79, the first year of this program, 336 Learning Companions were trained in 40 courses to reach 428 elderly shut-ins. Course content was developed and presented to Learning Companions by a qualified teacher in the discipline of the particular course. Courses were offered in a variety of subjects including Psychology of Everyday Living, Critical Analysis

of Television, Social Issues and Creative Writing. Teachers visited a number of homebound students to evaluate how the Learning Companions were conveying course material. Most courses relied on commercial television programs that homebound, Learning Companions and teachers all watched. Material for discussion was presented to the Learning Companions by the teacher, and later by individual Learning Companions to their homebound partners.

This project demonstrated a method -- and assembled a body of knowledge -- that enchanced the capability of educational institutions and social agencies to combine and deploy resources in collaborative efforts to extend continuing education to physically impaired shut-ins. This facilitated the delivery of new educational services to previously unserved elderly homebound.

Our program successfully countered what Learning Companion Leon Stobnick called "Mandatory retirement", "a message that a person is already useless in life, a sentence which surely produces dullness, mental disorder, and sucidal tendencies...". Instead, we offered courses which, in hundreds of elderly people, produced interest where there had been isolation; warmth, where there had been emptiness; and learning, where there had been the ache of unknowing.

PARTICIPATING EDUCATIONAL INSTITUTIONS

Since the Elderly Homebound program began in 1978, five educational institutions have participated with New York City Community College in organizing courses for the elderly homebound in their respective regions. While the project was centrally administered at New York City Community College, coordinators were appointed in each of the cooperating colleges and universities, to organize courses, recruit students and handle administrative tasks.

The cooperating institutions are:

- The State University of New York at Buffalo
  Multidisciplinary Center for the Study of Aging
- Broome Community College
  Binghamton, New York
- The State University College at Brockport
  Brockport, New York
- The State University of New York at Albany
  Institute of Gerontology
- The State University of New York Agricultural
  and Technical College at Farmingdale

PURPOSE OF THE MANUAL

The manual is intended for those institutions (colleges, universities, social agencies) who wish to develop and implement a program to extend continuing education to the elderly homebound. It includes a how-to section which will enable interested readers to fund, staff, and develop curriculums for a program like ours.

The manual also includes examples of flyers, correspondence, forms, letters, advance television schedules, and other documents relevant to replicating this program.

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DEFINITIONS

Learning Companion - An ambulatory, elderly person who agrees to share the knowledge gleaned in a non-credit college course with a homebound elderly person.

Homebound Learner - An elderly person who is usually unable to leave home unassisted.

EDUCATIONAL PHILOSOPHY

PHILOSOPHY

Most programs struggle to formulate their own philosophy, the concepts underlying the development of the program and the ways in which services are to be organized in order to achieve their goals. It is from a statement of philosophy that programs derive their goals and direction.

This program fashions its own philosophy, goals and direction from a knowledge of the lives and needs of the elderly people it serves: Learning Companions and Homebound Learners, and the communities in which they live. The assumptions of this project were largely drawn from the experience of the Institute of Study for Older Adults at New York City Community College.

They include:

- You are never too old to learn.
- To remain mentally healthy the mind must be engaged regularly.
- Many older adults have a great thirst for knowledge.
- Mastering a body of knowledge can serve the important function of ego restoration among older adults.
- Education has great emotional significance to older adults. Long denied, higher education takes on great significance to them.
- There is often significant personal growth and development that comes with learning.
- Education can help older adults to better understand society, ageism, and alternatives to present societal structures and mores.
- Many older adults have a need to find meaning in life in the later years. Education can be of great help in achieving this.
- Understanding and appreciation of the arts can be heightened by education.
- Through education older adults can achieve a better and fuller use of leisure time.

- Older adults can satisfy intellectual curiosity: long neglected areas of interest can be explored,

- Older adults can regain mental and physical health through the stimulation of higher education.

- Older adults have earned the right to education from our society. They have paid taxes and contributed their efforts, abilities and services for many years.

- Most older adults do not seek credit or degrees but rather the knowledge to be gained, the opportunity for interesting discussion and the excitement of new ideas from higher education.

- Continuing education in a familiar and informal setting best meets the educational needs of the older adult.

GOALS AND OBJECTIVES

GOALS AND OBJECTIVES

Our goals were to develop a model that would establish linkages between colleges and social agencies to provide:

- Continuing education to physically and emotionally impaired homebound older adults.
- Enriched lives for the homebound through an educational program.
- Maintenance of the homebound in their environment by keeping them mentally alert.

The specific objectives of the program were to:

- Introduce administrators in a number of colleges to the means of working with homebound older adults by establishing coalitions and cooperative networks with social service agencies.
- Train a cadre of professional teachers to work in this program and to use the method of teaching the homebound, pilot tested by the Institute of Study for Older Adults and the United Neighborhood Houses in 1975-76.
- Train a group of elders involved in visitation programs on how to use television and education as a means of developing interesting interaction with their homebound student-clients.
- Prepare a manual to assist other colleges and universities in replicating this program.
- Share, complement and extend resource utilization by establishing relationships with social service agencies such as United Neighborhood Houses, Jewish Association for Services for the Aged, Self-Help, and the Nutrition (Title VII) Group of Area Agencies for Aging in order to:

    a) bring this home education service to shut-ins

    b) involve a group of Learning Companions to work with shut-ins

    c) become advocates for education for the homebound among other social and government agencies; and

d) help carry on and expand the potential of education for the homebound in the future.

. Field test this program in a variety of institutions in urban and suburban settings with representative social agencies in New York State.

. Develop and test curricula for at least eight courses in different subject areas and in a variety of urban areas in New York State.

Other objectives were to:

. Help sustain the homebound through education by presenting specific knowledge that will enable them to:

a) follow world events and domestic politics and government

b) explore history and literature

c) adopt hobbies such as home gardening.

. Study a variety of subjects such as Psychology and Sociology for their self-interest and personal development.

. Make their television viewing and reading more interesting, meaningful and pleasurable.

. Give elders a feeling of accomplishment by mastering a body of knowledge.

. Provide recognition for their efforts by presenting them with a certificate of completion from the sponsoring college or university at the end of each semester.

. Prevent the physically and mentally impaired from entering nursing homes by making their home environment more fruitful.

. Help the Learning Companion function as a contact and a catalyst between the homebound and the social service agency with the potential to help in crisis intervention, information and referral, advocacy and other service functions.

. Save public monies by maintaining more older adults in their own environments rather than hospitals or high-cost nursing facilities.

. Plan for future work in the field of education for the homebound.

GETTING STARTED

"Lets do it! Let's do it! It's not complicated; we went to the moon, didn't we?"
-Resident of Isabella Geriatric Center, responding to a recruiting talk.

GETTING STARTED

Begin by determining need, developing resources, recruiting staff and clientele, getting funding and facilities, and soliciting community support. Our project was successful in New York City and State, but an underlying question might be: what changes are needed to make the project work in Minneapolis, Little Rock, or a rural area in Idaho?

Identifying the Need

The process is fairly straightforward. An interested college or agency should begin to organize an Elderly Homebound program by identifying the need for the program in the community. Arrange to meet with social agencies involved with the elderly; they are crucial to this program. They can tell you approximately how many homebound elderly are in the community.

Following needs assessment, determine which agencies are best for you to work with. They may be involved in Meals on Wheels, Homemaker Service, telephone reassurance programs, and similar programs from which they could recruit Learning Companions. Discuss this program with them; determine whether an educational program could fit in, and secure their cooperation.

Size is Crucial

Start the program with a small model. Consider starting a demonstration project, test it thoroughly, and give it a chance to work. Projects often fail

when they start too big, without time to assemble resources and to work out problems.

For a beginning demonstration project seek federal, state or local funds. This might include monies obtained from the college itself, from the United Way, and from state and local offices for the aging.

Contacting Private Agencies

If your agency or department has service programs for the elderly in place, start there. If not, begin by contacting groups like the Office of the Aging, church groups, and senior centers. The call should be made to the director of the center for an appointment to discuss the program. Ask to speak to the group of older adults served by the program.

Contacting Government Agencies

Area agencies on aging, depending on how they make funds available, would probably require a proposal. They can offer resources and referrals for funding and services to the elderly. Go to the State Department of Higher Education, and to the Department of Welfare, or to the Human Services Administration. Though there are large differences from state to state and community to community, it's a good idea to start by talking with the Director of the Area Agency on Aging, or the Director of Social Services.

Contacting Local Agencies

Local agencies already serving the elderly in some capacity are potential sites for your program. Settlement houses, churches, Catholic Charities, Jewish Family Services, Protestant Welfare Agency; groups like these exist all over the country. Community Chest, United Council of Churches; call them. Tell them

RECRUITING

"The teacher left something with us I'll never forget. I gave him a big hug and a kiss."
-Learning Companion

RECRUITING

Recruiting is an essential component of this program. You must aggressively recruit potential Learning Companions and Homebound Learners to participate in this challenging program. When presenting the program to Learning Companions they should be made aware that not only will they receive a stimulating tuition-free course and certificate upon completion of the course, but they will also have the opportunity to get involved and give a needed service to shut-ins, who are often their neighbors. The homebound, frequently apathetic and ill, may need encouragement and support to realize that they can continue to learn and have an opportunity to reflect on something other than illness and hardship.

There is a built-in inertia to overcome in recruiting people for a service program. The pleasure of the program comes in participation, in doing. Older adults are sometimes invited to participate in educational programs that require nothing more than their attendance. This program requires them to take the knowledge they have gained and share it. To do this, they must open themselves to the needs and problems of the homebound learner. This is not easy, but most of our Learning Companions found it rewarding and enriching. Despite obstacles, our program had many successes. The experience convinced the hundreds of people we served that we were offering and they were gaining something unique and valuable: information, caring, and each other.

"We had 21 Learning Companions and a 90% attendance rate. Two-thirds of the group came to tell me how stimulating they found the course (in Sociology). They were ethnically mixed. I think their primary goal was a thirst for knowledge. A number of the group were Spanish speaking. They improved their English."

-Lorraine Jablonski
Director of the
Senior Companion Program
United Neighborhood Houses

Recruiting Learning Companions

Qualities to Look for

Learning Companions should be flexible and able to listen. Visiting a Homebound Learner calls for great delicacy, as well as interest, energy, and compassion. It is not easy for an elderly person to visit someone his or her own age, who may be seriously disabled, and depressed as well. It takes great balance on the part of Learning Companions not to be adversely affected by the visits. It also takes stamina, to venture out in all kinds of weather, and physical strength, as stair climbing may be involved. Above all, it takes interest and flexibility to participate.

When possible, we utilized support people who were already working in Homebound Learner's residences as home health aids, housekeepers, and friendly visitors. These individuals, who were often older adults themselves, completed their required duties for the homebound and then shared our course with them. We had mixed results . In some cases, the Learning Companions could not enlarge their service role; in other cases, learning occurred and the relationship was enhanced.

We also recruited Learning Companions from senior citizen centers, where they

were linked with the homebound through their agency directors. In some cases Learning Companions knew the person to whom they were linked; in other cases they did not. Whenever possible, Learning Companions were encouraged to visit homebound friends, neighbors or relatives who they could continue to see when the course was completed. Recruiting was possible, but often difficult.

In October of 1978, Joan Delaloye, Program Coordinator, and Stephen Joseph, Manual Writer, went to Scheuer House, a Brooklyn apartment complex for senior citizens, to recruit Learning Companions. Scheuer House appoints a captain on each floor, who checks on roombound residents who can not easily leave their apartments. This dialogue is included as an example of a recruiting presentation and the objections encountered.

Program Recruiter: Since most of you at this meeting are floor captains, volunteers here at Scheuer House, we think you'd be as interested as we are in helping shut-ins right here in this building. We'd like to teach you to teach the homebound residents history, sociology or psychology. We intend to rely mainly on television to help you to teach. Here's how it works: We'll bring a teacher here to present nine classes to you. The teacher will ask you to watch at least one television program each week; when you come to your next week's class, the teacher will help you and your classmates interpret the program, and then each one of you will bring this information about the program to your homebound student, who has also watched the program. They'll tell you their impressions of the program. Think how this could enrich the lives of the homebound...

Mrs. G:	I'm too old, I don't have patience. I can't memorize. Why don't you get young people for this?
Mrs. S:	That would cost the government money...
Mr. O:	You are asking self-centered people who are too old to think about other people!
Mrs. Sh:	What about basic needs? They just took our food and travel program away from us. You can't eat culture!
Mrs. G:	But this is to help the shut-ins...
Mrs. Sh:	The shut-ins need food in their stomachs.
Social Worker:	Why don't you use your time to help?
Mr. O:	That was once upon a time...
Program Recruiter:	This program has helped people to stop talking about the same thing all day long... to stop obsessing about problems.
Mr. O:	When I think of the people in this house, I can't expect much...
Mrs. Sh:	Come on, the people here are no different than anywhere else. Just as nice as anywhere...
Program Recruiter:	You'd only have to visit in this building...
Mrs. Sh:	Can you make your own time to visit...?
Program Recruiter:	Yes...
Mrs. Sh:	I'm interested.
Mr. O:	How about a course in hypnosis?
Program Recruiter:	Why would you like that?
Mr. O:	Some people we would have to hypnotize to get them to come...
Mrs. Sh:	I'll come...

Despite the sounds of misgivings, the Scheuer House residents decided to take a course entitled Israel Today. It began a few weeks after this meeting. The following announcement was distributed to senior citizens at recruitment meetings like this one, or sent to administrators prior to the program recruiter's visit:

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

EDUCATIONAL PROGRAMS FOR THE HOMEBOUND ELDERLY

In order to enrich the lives of the homebound elderly living in New York, New York City Community College is offering educational programs specifically designed to serve this population. Here's how it works.

The College gives courses at convenient locations around the city to groups of fifteen or more senior companions, friendly visitors, or volunteers who visit (or would like to visit) homebound elderly. The teacher instructs the visitors on how to share the course material with their homebound clients. Course materials will involve watching television programs, discussing the content, and filling out simple questionnaires. Classes meet at a neighborhood library, senior center, or community center once a week for ten, two-hour sessions.

At present we are giving classes in Psychology, History, Sociology, Drama, Home Gardening, and Critical Analysis of Television. Other courses will also be given shortly.

In the past both visitors and shut-ins have received great satisfaction from these new and exciting educational programs.

If you or your group would like to become involved in educational programs for the homebound please contact:

Project Director
New York City Community College
Division of Continuing Education
300 Jay Street
Brooklyn, New York 11201
(212) 643-8150, 51

"Support for this project is being provided by a grant of Federal funds under Title I of the Higher Education Act of 1965 (Community Service and Continuing Education), administered by the New York State Education Department."

and

Title III Section 308, Older Americans Act as administered by the Administration on Aging

Recruiting Homebound Elderly

We found it best to recruit homebound elders through Social Agencies and Senior Centers since they have identified various elderly populations for their own programs. As an educational, not a social agency, we also found it extremely difficult to link elderly homebound and learning companions who were not affiliated with a social agency. When we encountered elders who were experiencing social problems we learned to refer them to the appropriate social agencies for help.

We provided literature describing this program to social agencies which they distributed to the elderly homebound served by their programs. It was the function of the social agencies to select those homebound who they felt could benefit most from this program and who showed a desire to learn. Agencies telephoned the homebound to explain the program to them, or in some cases sent staff members, graduate students, or volunteers to visit shut-ins and invite their participation. Others mailed informational flyers to the homebound followed by a call or visit.

Here is an example of an announcement prepared by New York City Community College for agencies to give potential homebound students to inform them of the program:

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

ELDERLY HOMEBOUND PROGRAM - 1978 - 79

New York City Community College would like to give you the opportunity to take a course in your own home. Courses are being given in Sociology, Psychology of Everyday Living, The Influence of Television on Our Lives, and other subjects. The course would be taught by an older person who would visit and talk with you in your home. You would learn about the subject by watching television shows. For example, if you choose a Sociology course, you might watch "60 Minutes", T.V. Specials and other programs having to do with the course topic. You would get more out of watching television and would spend time with your visitor sharing ideas and good conversation. The visitor might be someone you would enjoy getting to know. At the end of ten weeks you would receive a certificate indicating that you successfully completed the course. We'd like you to be a part of this program - will you join us?

Support for this project is being provided by a grant of Federal funds under Title I of the Higher Education Act of 1965 (Community Service and Continuing Education), administered by the New York State Education Department.

and by

A grant under Title III Section 308, of the Older Americans Act, Administered by the Administration on Aging.

PERSONNEL

"My introduction to Sociology was very good. It has taught me many things I didn't know about. I have to compliment my teacher whom I think is a wonderful person. I felt I was talking to a dear friend when I did speak. Words cannot express my appreciation with all that I have learned. As the saying goes its never too late to learn at any age. Thank you and God Bless You."
-Comment from Learning Companion

PERSONNEL

Staffing

Staff needs depend on the potential size of the program. If you are planning a small program (of two or three courses), one person can perform all the functions. If you are planning an extensive program, you will need a larger staff.

Here are the essential functions which need to be carried out so the program will work:

Components

In some small programs, the following functions could be combined in one person; Lead Teacher, Project Director and Classroom Teacher.

Project Director:

- Writes proposals
- Obtains funding (Federal, State, City, County, private)
- Initiates calls and visits to agencies to recruit Learning Companions and Homebound students
- Writes progress reports for funding sources
- Functions as liaison between program and funding sources
- Coordinates activities of Lead Teacher and Secretary and is ultimately responsible for success of program

Project Director-or Lead Teacher:

- Recruits, interviews, hires teachers
- Develops curriculum with teachers
- Assesses forms, makes site visits, and conducts teacher training seminars

Classroom Teachers:	Help develop and teach courses Have primary relationship with Learning Companions and monitor their effectiveness as teachers of the homebound Prepare course outlines and curriculums Visit at least four homebound students to assess their learning needs
Secretary:	Types forms, reports, minutes of meetings, correspondence, proposals, keeps payroll for teachers and other staff members, orders office supplies and course materials

Recruiting Teachers

The best source of teachers for this program is the continuing education division of your college. They have some experience in teaching adults and may be receptive to teaching the elderly as well. Many of the teachers in this division are interested in part-time teaching, and there is a wide diversity of courses which they teach. If your local university has a Gerontology Department, the chairperson might help by sending out a letter to staff, or posting a recruiting notice on the department bulletin board.

Local high schools are also a good source of teachers for late afternoon or summer classes. Ask the principal if you can post a notice in the teacher's room; newspaper advertisements and public service spot announcements are likely to produce many applicants. Ask those applicants you interview and want to hire to recommend a friend to the program. Graduate students from local universities are often excellent resources.

ADVISORY COMMITTEE

As a project serving people, you'll want to establish a creative and personalized educational service based on your philosophy. However, once you get involved in the administrative, personnel and financing concerns needed to establish an educational program such as this, there is often little time and energy to broaden your base of support.

Programs must guard against excluding the community or the broad public they serve from participation in program development. Seek others' views and invite support and criticism. Otherwise, a potential force for public education and change in attitudes toward the aged is lost, and the program can be dismissed as just another "professional establishment" program with no relationship to the community it serves. Our program developed a mechanism for community involvement. We solicited names of potential committee members from the Institute of Study for Older Adults and invited them to join our board. Dynamic older graduates of our other courses were asked to join, as well as prominent professionals representing some of the social agencies with whom we work. The advisory committee was extremely helpful as a resource for recruiting students and establishing contact with social agencies. Insights and suggestions from the Advisory Committee often resulted in significant program changes and improvements.

On the following pages are agendas from two of the Elderly Homebound Advisory Committee Meetings.

ELDERLY HOMEBOUND ADVISORY COMMITTEE MEETING

New York City Community College
Voorhees Campus
450 West 41st Street
New York, N.Y. 10036
Conference Room #607
Sixth Floor

AGENDA

October 26, 1979

I. Introduction of: Title I representative Mr. Francis Hollon, Assistant Programs Officer, HEA I to Advisory Board Members and Homebound Staff.

II. Description of participating educational institutions for the 1979-80 project year including:

SUNY at Buffalo
SUNY at Albany
SUNY Agricultural and Technical College of Farmingdale
Broome Community College

III. Reaching the suburban elderly - focus for the 1979-80 Elderly Homebound Program.

IV. Teaching Models:

What has been used:

a) Teaching the elderly homebound through paid and unpaid Learning Companions.

b) Teaching the homebound directly.

c) Teaching Nursing Home roombound.

d) Teaching the homebound elderly through:

Television
Radio
Poetry
Readings
Other Cultural Materials

What can be used:

a) Bringing homebound to the first class session (through special transportation and other means)

b) Using the first class as an orientation for the Learning Companions.

c) Using the first class as an orientation for the Learning Companions and Homebound.

V. Institutionalizing the Elderly Homebound Program:

Tying in the project with home attendant, home-health-aide and similar programs for the homebound elderly.

VI. Where do we go from here?

What remains to be done?

Elderly Homebound Advisory Committee Meeting

New York City Community College
Voorhees Campus
450 West 41st Street
New York, N.Y. 10036
Conference Room 607
Sixth Floor

AGENDA

April 20, 1979

9:30A.M. - 12 Noon

I. How can we evaluate the effectiveness of the Elderly Homebound Project in reaching/teaching Learning Companions (L.C.'s) and homebound: (Evaluation questionnaires will be distributed and discussed.)

II. Report on current courses in New York City and New York State.

III. Efforts to recruit Minority Elderly.

IV. Report on Conferences and Meetings concerning the elderly attended by Staff.

V. Progress on Manual. The manual will be available for colleges and social agencies that wish to replicate the program. Excerpts will be distributed at the meeting.

CURRICULUM

CURRICULUM

"I enjoyed the poems, they were a challenge to my intellect. I sure enjoyed and appreciated the short time we spent together, remembering our experiences with the past and us more aware of other human beings and their culture..."
-Student in Sociology Class

Courses Offered

College level courses should be developed by the Lead Teacher in consultation with the staff and teachers. Courses are chosen on the basis of expressed interest of the Learning Companions and the Homebound Learners.

Our program successfully offered courses in:

- Sociology
- Psychology of Everyday Living
- Gardening
- History
- Critical Analysis of Television
- Drama
- Introduction to Literature
- Comparative Religion
- Current Social Issues
- The Power of the Tube
- Human Relations
- Relaxation Techniques
- History of the American Family
- Human Behavior
- Creative Writing
- Visions in Poetry
- The Middle East
- The Influence of Television on Our Lives

You should be flexible and open to ideas for new courses from learning companions and the homebound.

Class Format

Each class should be approximately two hours, with a ten minute break between the hours. We have found that Learning Companions were comfortable with this time period. Ten sessions seemed to be enough to accomplish objectives, but this number is arbitrary. You might also have mini-courses or a fifteen week term, if this proved feasible in your program. Classes should meet once a week to maintain continuity. Two or three recruiting meetings ought to be held with Learning Companions before a course begins to insure their under-

standing of the program's goals and objectives. Once the course begins, the first class session should be reserved for an orientation of the Learning Companions to make them aware of the complexities of relating to the Homebound. Experience taught us that repeated clarification of aims increased the likelihood of a course's success.

The Use of Television in Teaching the Homebound Elderly

One of the most innovative aspects of our program is the use of television to link the Homebound Elderly with Learning Companions, through our instructors, who choose the television programs. Television is highly accessible and proved to be a common denominator for our students. Its advantages were accessability, choice and variety, popular appeal, and topicality.

The disadvantages were that many of the Homebound went to sleep too early to see the programs chosen by the instructors or were reluctant to change viewing habits. Others did not have functioning television sets. Even with these problems, television provided a universality missing in books and newspapers. When there were problems with broken television sets or students were not interested in selected programs, instructors improvised with poems, newspapers and other written material.

Advance Television Schedules

It is possible to obtain advance television schedules by telephoning and/or writing to the public relations department of your local and network television station(s). Ask to be put on the advance program mailing list. Then your Lead Teacher will have program descriptions weeks in advance which can be distributed to each instructor to develop course curricula.

The following are a number of these program descriptions and examples of lesson plans which instructors developed from press releases:

Contact: Joanna Purver
664-4208

FOR IMMEDIATE RELEASE

"THE PRIME OF YOUR LIFE" OFFERS CELEBRATION OF "SENIOR CITIZENS MONTH" ON NEXT EDITION TO AIR SUNDAY, MAY 6, 1979 AT 10:30 A.M. ON WNBC-TV, CHANNEL 4

THE PRIME OF YOUR LIFE, WNBC-TV's weekly program of special interest to the elderly co-hosted by Joe Michaels and Ponchitta Pierce, will offer a special celebration of "Senior Citizens Month"--as Mayor Koch has proclaimed the month of May--on its next edition to air Sunday, May 6, 1979 from 10:30-11A.M.

Blues singer Alberta Hunter, still performing in her 80's, will talk with Ponchitta about "Senior Citizens Month" and will sing two of her compositions: "A Good Man Is Hard to Find," and "My Castle's Rockin.'"

Then Joe and Ponchitta will talk to Barbara Blum, the New York State Commissioner of Social Services who will discuss the recent legislation proposed by Gov. Carey pertaining to the elderly, and the new housing alternatives for senior citizens; and Janet Sainer, Commissioner of New York City's Office of the Aging, who will reveal new information and programs that Mayor Koch has announced in connection with this special month.

Mayor Koch has proclaimed the month of May "Senior Citizens Month" in New York City as part of a nationwide observance in recognition of senior citizens and their contributions to the community. In conjunction with Senior Citizens Month, the Mayor has announced several new efforts being undertaken by the City on behalf of older people under the direction of the Dept.for the Aging.

In addition to the above, THE PRIME OF YOUR LIFE will

--more--

feature various works of art, painting, sculpture, and wall hangings--all done by senior citizens--which will be displayed and highlighted throughout the show.

And, of course, exercise instructor Suzy Prudden will be on hand with an assortment of healthful exercises.

This edition of THE PRIME OF YOUR LIFE was produced by Lucia Suarez.

# # #

(5/1/79)

May 23, 1979

ACADEMY AWARD-WINNER JACK LEMMON STARS IN "SAVE THE TIGER," ON "THE CBS SATURDAY NIGHT MOVIES," JUNE 23

Jack Lemmon stars as a man made desperate by the corruption prevading his life and who struggles to regain his self-respect, in the contemporary drama, "Save the Tiger," to be rebroadcast on "The CBS Saturday Night Movies," SATURDAY, JUNE 23 (9:00-11:00 PM, ET) on the CBS Television Network. The film, a 1973 Paramount Pictures release, was originally broadcast on the Network on 12/8/76.

Lemmon won an Academy Award for his portrayal of Harry Stoner in "Save the Tiger," which also stars Jack Gilford.

Stoner is a middle-aged garment manufacturer who awakens one morning to a nightmare: his business is going bankrupt, he is distraught over the emptiness of his life and he is overwhelmed by a sense of loss – of his youth, his vitality and his values.

Stoner, in a desperate financial situation, is forced to confront the seamy side of his business, pandering for his clients and seriously considering having a warehouse burned down for the insurance money. Thoroughly despressed, he meets Myra, played by Laurie Heineman, a free-spirited young woman who opens his eyes and gives him a new perspective on life. After spending the night with Myra, Stoner comes to a deeper understanding and acceptance of himself.

"Save the Tiger" was written by Steve Shagen and directed by John G. Alvidsen, who was later to receive an Academy Award for his direction of "Rocky."

Harry Stoner	Jack Lemmon	Fred Mirrell	Norman Burton
Phil Green	Jack Gilford	Janet Stoner	Patricia Smith
Myra	Laurie Heineman	Charlie Robbins	Thayer David

* * *

CBS TELEVISION NETWORK
PRESS INFORMATION
51 WEST 52 STREET
NEW YORK, N.Y. 10019

June 19, 1979

AWARD-WINNING FILM ABOUT INDIAN BOY CAUGHT BETWEEN TWO WORLDS TO BE REBROADCAST ON "THE CBS SATURDAY FILM FESTIVAL," JULY 14

"Geronimo Jones," an award-winning film about a young Indian boy translating his cultural heritage to today's society, will be rebroadcast SATURDAY, JULY 14 (1:30-2:00 PM, ET) on "The CBS Saturday Film Festival" on the CBS Television Network. (Last broadcast on 2/11/78.)

Martin Soto portrays the youngster caught between two worlds, that of his grandfather, who gives him a deep sense of pride in his Indian heritage, and that of his cousin, an astronomer at a modern scientific observatory, who looks to the future.

When young Geronimo trades a treasured Apache medallion, given him by his grandfather, for a second-hand television set that he hopes will bring the old man pleasure, he heads for a painful scene, as man and boy watch an old western film depicting the Indians as enemies of civilization. Shaken and confused, young Geronimo wanders outside to search the stars, aware that he must somehow find his own identity in today's world.

The grandfather is played by Kuth-Li, real-life grandson of Geronimo, the Apache chief.

The film, written and directed by Bert Salzman for Learning Corporation of America, was filmed at the Papago Indian Reservation in Arizona. It won Best of Category, Films for Documentation, at the 1970 San Francisco Film Festival.

* * *

THIS IS RECYCLED PAPER

Program Schedule

WNBC-TV ADVANCE PROGRAM SCHEDULE

FOR THE WEEK OF

SUNDAY, JULY 15, 1979 THROUGH SATURDAY, JULY 21, 1979

All programs are local unless otherwise indicated. (N) denotes Network program. See Network schedule for details.

AM SUNDAY, JULY 15, 1979

6:53 SERMONETTE

7:00 ISSUES IN THE JEWISH EXPERIENCE #8 -- "History of American Jewry" -- Prof. Henry L. Feingold, Baruch College, CUNY, discusses the history of the Jewish Community in America, how it differs from the history of other ethnic groups, and the effects of anti-semitism on both the community of the past and present. Host, Prof. Wyschogrod. (R)

7:30 AMERICAN WOMEN AT THE CROSSROADS #8 -- "The Male Response" -- A discussion of how men are responding to the changes in women and what changes men are demanding of women and of themselves. Psychologist and author of The 49% Majority, Dr. Robert Brannon; and clinical psychologist, Dr. James Harrison, Bronx Psychiatric Center, join host Rita Ellix Katz. (R)

8:00 VEGETABLE SOUP II #7 -- In Outerscope II, the puppet kids find out there is another clue -- but only one man knows what that clue is, so they go in search of him; today's question is, "What is an Immigrant?"; the Japanese holiday Tanabata is featured in an animated segment; Kiko's adventures continue; in "What If" kids talk about how it feels to have people make fun of the way you speak; and Melissa, a new friend who was born in Viet Nam and now lives in San Francisco is introduced. (R)

8:30 MARYKNOLL WORLD #466 -- "Unicef and The International Year of the Child" -- Father Ron Saucci hosts this mid-year report on The International Year of the Child. The Director of Communications, Robert Brennan, United States Committee for UNICEF, will join the discussion and public service announcements with Marlo Thomas and Arthur Ashe are featured. (Repeat of 3/26/79)

(BROADCAST DATE: Aug. 25)
"The Prince of Central Park" July 23, 1979

RUTH GORDON: A NOBLE WOMAN MEETS A PRINCE

New York has played a major role in Ruth Gordon's life since an evening in 1915, in the Wollaston section of Quincy, Mass., when she declined her sea captain father's offer to send her to Sargent's School of Physical Education. Instead, she began to prepare to take the Fall River Line boat train to Manhattan's Grand Central Station and a trolley up the Broadway that was to bring her more than 60 years of fame.

"I loved it then, and I love it now, and anyone who doesn't love it doesn't know it," said the small, ebullient octogenarian as she looked out the window of her apartment at the city she has seen change dramatically in her lifetime.

Miss Gordon, who "will never retire because there's still too much to do," has consented, since turning 80, to take some time off each year; she enjoys her apartment, with its view of one of her favorite spots, Central Park, where she starred in the dramatic special "The Prince of Central Park," to be rebroadcast SATURDAY, AUG. 25 (8:00-9:30 PM, ET) on the CBS Television Network.

Not only was the role convenient for the actress, it also combined several of her favorite ingredients -- the flavor of New York and the optimism that is a basic part of her philosophy of life.

"The story is about two children and a West Side lady, lonely people all," said Miss Gordon. "It's a lovely thing, sort of a modern Peter Pan. I could have been like that lady I play, except that I didn't wind up lonely on the West Side."

The character, Mrs. Miller, is a widow who frequents the park and becomes emotionally involved with two orphaned youngsters living there in a treehouse, after running away from an unhappy foster home. Like Miss Gordon, Mrs. Miller looks to the future and maps out new directions for her life to take, regardless of her age. Indeed, they are both optimists who believe in themselves.

"I believe in God, Jesus, life eternal, luck, my voices, myself," said Miss Gordon. "Pan me, don't give me a part, publish everybody's book but mine, and I will still make it. Why? Because I believe I will. If you believe, then you hang on."

The actress-author-playwright has believed in her "own voices" since 1915.

"My first speaking part was in the role of Nibs in Maude Adams' 'Peter Pan,' and I stepped out of a hollow tree and said my first line -- 'What's a checkbook?,' " recalled the actress, whose triumphs now almost span the history of serious theater in America.

"I knew it then, and I know it now -- New York is the place to be," she stated, "but only if you're with it. The great thing about New York is that it's tough; it can take it, and

its people must be the same. Just about everything is a challenge – just getting across the street. You don't relax. You don't take it easy."

"There's no place in the country that's perfect, and I've been to most places," continued the actress. "Of course I'm not a fool. I wouldn't go walking out there in the park at 3:00 AM. In fact, when we were filming the special – in an area of the park known as the Ramble – which is way up in the middle and apparently rather dangerous, I was always accompanied by someone when I'd walk the one minute across a little bridge to my dressing room trailer."

Miss Gordon has seen a city grow, become more dangerous, more beautiful in parts, more ugly in others. She has seen it through many eras and trends.

"Of course I don't believe in trends," she noted emphatically. "I've lived through times when we all said '23 skidoo' and times when hula hoops were supposed to last forever."

Miss Gordon feels that it is how you learn from, and consequently grow from, all the bits of life you experience that count.

"I went on the stage when I was 18, and I did all right; but now that I'm over 80, I'm doin' a whole lot better," stated the actress who starred on Broadway when the century was in its teens and won a Oscar for the film "Rosemary's Baby" when the century had become a senior citizen.

* * *

Press Release

WOR-TV / 1440 BROADWAY / NEW YORK, NY 10018 / (212) 764-8681

FOR IMMEDIATE RELEASE
CONTACT: LYNN McGOWAN

July 10, 1979

"STRAIGHT TALK" WITH MARY HELEN McPHILLIPS AND PHYLLIS HAYNES ON WOR-TV

MONDAY-FRIDAY - 11AM TO 12 NOON

GUESTS FOR THE WEEK OF JULY 23RD THROUGH JULY 27TH, 1979

Mon.
July 23rd
Guests:

UNNECESSARY SURGERY (R)

D. EUGENE SIBERY, Executive Vice President of Blue Cross Blue Shield of Greater New York.

RICHARD B. NOLAN, M.D., Chief of Surgery, Beekman Downtown Hospital, and President Elect of the Medical Society of the County of New York.

JOSEPH C. HOFFMAN, President of the Health and Hospital Corp.

IRWIN G. WILMOT, Executive Vice President of New York University Medical Center.

SAMUEL DAVIS, Director of Mt. Sinai Hospital.

Segment on pressures on hospital nurses.

RACHEL ROTKOVITCH, Director of Nursing, Long Island Jewish Hillside Medical Center, and MARGARET L. McCLURE, Director of Nursing at Maimonides Medical Center.

Tues.
July 24th
Guests:

(R)

JACK ANDERSON, syndicated columnist, discusses his career as a muckraker.

MARSHALL EFRON and ALFA-BETTY OLSEN, known for their work on the PBS series, "The Great American Dream Machine," will present their satiric views about eating.

Wed.
July 25th
Guests:

ASHLEY MONTAGU, anthropologist and social biologist discusses communications and love between human beings.

MARY DOUGLAS, Ph.D., Director of Research on Culture at the Russell Sage Foundation, discusses how culture influences our tastes in food.

veloping a sense of style, and whetting their appetites through reporting and illustrating. (5-8)

THE ELECTRIC COMPANY

Monday through Friday at 12:30 P.M. (30 minutes)
This series is designed to supplement classroom reading instruction for children between the ages of seven and ten who are having difficulty with reading. The experimental curriculum will focus on a limited number of reading skills that will be most helpful to the second, third and fourth grade reader. (K-4)

GATHER 'ROUND

Monday at 10:30 A.M. and Wednesday at 1:00 P.M. (15 minutes)
Storytelling is an endangered artform; many of the delightful legends and tales that have played such a vital role in the education of young children are being forgotten. The primary goals of this series are to bring these exciting tales to children using vivid visualizations and compelling narration, to enrich young imaginations and provide important early listening experiences. (K-4)

JUBA

Tuesday at 2:15 P.M. and Thursday at 11:15 A.M. (15 minutes)
While Afro-American folklore is an important part of the world's literary history, many people are unaware of its strength and beauty. No other ethnic group's heritage has been influenced by such a variety of cultures including that of Africa, the Caribbean, the rural South and the urban ghetto. The stories that have emerged from this rich Afro-American background have been kept alive for many years by a tradition of oral narration. This series is designed to make Afro-American children aware of and curious about the folklore traditions of their people. By listening carefully to the stories, retelling them or doing follow-up activities related to program content, students can improve both listening, speaking and writing skills. (K-4) (5-8)

NINETEENTH-CENTURY LITERATURE

Thursday at 8:30 A.M. and Friday at 2:30 P.M. (30 minutes)
The programs in this series, based on the works of nineteenth-century authors, illustrate how the filmmaker translates the verbal metaphors of written material into the visual metaphors of motion pictures. (9-12)

READALONG 2

Monday at 11:00 A.M., Tuesday at 1:30 P.M., Wednesday at 11:00 A.M. and Thursday at 1:30 P.M. (10 minutes)
READALONG 2 is a continuation of the *READALONG 1* series. It is the second phase of what is to be a three-phase series and presents an alternative approach to teaching reading that can be a valuable supplement to any teaching method. Animation, puppets, humor and music are combined to motivate children to read words and stories that appear on the screen. Review of words, phrases and sentences are incorporated into entertaining and informative stories to show students what a worthwhile activity reading can be. (K-4)

SESAME STREET

Monday through Friday at 9:00 A.M. (60 minutes)
This is a continuation of the successful national television experiment in the teaching of pre-school children which aims to fuse education and entertainment into programs that interest, engage, and instruct in order to stimulate the intellectual and cultural growth of young children. The most professional and sophisticated techniques of television are used to teach subject matter ranging from concepts of numbers and shape to recognition of the alphabet, and to advance such skills as language and reasoning; and familiarity with oneself and environment. (K-4)

THE SHORT STORY

Thursday at 11:45 A.M. and Friday at 1:45 P.M. (15 minutes)
Each program in this series is a dramatization of an exemplary short story. The sixteen authors represented are from varied historic as well as ethnic backgrounds. The characters are non-stereotyped and various types of stories, such as mystery, romance and saga, are included. Scripts for the adaptations adhere faithfully to the style and nature of the original prose. Although primarily designed to heighten viewers' literary appreciation, the programs can supplement work in other subjects such as sociology, politics and history since each story reflects characteristics of the period in which it was written. (9-12)

SHORT STORY SHOWCASE

Thursday at 8:30 A.M. and Friday at 2:30 P.M. (30 minutes)
This series dramatizes seven of the best known short stories in western literature and explores man's desire to understand himself and his fellow man and to create a meaningful experience. (9-12)

STORYBOOK

Monday at 1:30 P.M. and Wednesday at 10:30 A.M. (12 minutes)
This delightful series of animated films for young elementary students includes dramatizations of favorite stories (including three adventures about Madeline) as

well as narrations of popular poems (such as Casey at the Bat). (K-4)

TYGER, TYGER BURNING BRIGHT

Monday at 2:45 P.M. and Friday at 11:15 A.M. (15 minutes)
This creative writing series is designed to excite youngsters about writing, and to involve them in writing poetry and prose imaginatively and with genuine feeling. Drama, pantomime, music, analogies, film, poetry, prose and manageable writing exercises serve as vehicles through which the young viewers can learn to use specific writing tools. (K-4) (5-8)

THE WORD SHOP

Monday at 11:45 A.M., Tuesday at 10:30 A.M. and Thursday at 1:00 P.M. (15 minutes)
This language arts series is designed to develop skills in listening, speaking, reading, writing, and illustrating fiction, nonfiction, poetry, and drama. Programs deal with the who (character), the when and where (setting), the why and how (structure) of different types of literature. In addition, the rhythm and sound of poetry are explored. (K-4)

WORDSMITH

Wednesday at 10:45 A.M. and Thursday at 1:15 P.M. (15 minutes)
This series introduces students to a variety of vocabulary concepts, such as word-roots, word-families, the history of words, specialized vocabularies. It encourages awareness of shades of meaning, increases familiarity with the use of a dictionary and helps to improve spelling. (K-4) (5-8)(9-12)

WRITE ON

Monday at 11:10, Tuesday at 1:40, Wednesday at 11:10, Thursday at 1:40 and Friday at 10:45 and 2:15 (see Manuals for complete scheduling information)
The 60 five-minute programs in this series use an entertaining format to teach basic language concepts. Topics to be covered include parts of speech, punctuation, sentence structure, usage and essential elements of writing. The adventures that beset Henry and his companions in the newsroom are humorous, dramatic and always instructional. (5-9)(-12)

WRITERS OF OUR TIME

Thursday at 8:30 A.M. and Friday at 2:30 P.M. (30 minutes)
This series studies the works and lives of some of the greatest writers, poets and dramatists of modern times. Many of the programs include interviews with the artists, dramatizations of scenes from their works, or readings by the writers themselves. (9-12)

MATHEMATICS/METRICS

INFINITY FACTORY II

Thursday at 10:30 A.M. (30 minutes)
This series is designed to teach mathematics to eight-to-eleven-year-olds, especially blacks and Latinos. Rather than emphasize "old" or "new" math, the series presents common-sense, realistic uses of mathematics--when and where to use math, not just how. (K-4) (5-8) (9-12)

MATH PATROL

Monday at 10:15 A.M., Tuesday at 11:00 A.M. and 1:15 P.M. (15 minutes)

This series of 10 fifteen-minute programs is based on the activity of the Math Patrol, an international organization dedicated to solving math problems. The programs are designed to teach important mathematical concepts to second graders, but first graders will benefit from an introduction to the topics and third and fourth graders can use the series as a review. Each episode deals with an assignment that Mr. Big, founder of the Math Patrol, gives to Sidney, his newest detective. Sidney carefully tries to solve each program's mission and solicits help from the other members of the patrol - including your students. Programs incorporates skits, animated adventures, songs and quizzes to present and reinforce the topics. (K-4)

MEASUREMETRIC

Monday at 10:15 A.M., Tuesday at 11:00 A.M. and 1:15 P.M. (15 minutes)
This series helps students learn to estimate and measure using the metric system and then to interpret and communicate measurements. The series emphasizes measurement of length, area, volume and mass, but includes time and temperature as well. (K-4) (5-9) (9-12)

THE METRIC SYSTEM

Wednesday at 2:40 P.M. and Friday at 10:55 A.M. A.M. (20 minutes)
This series is designed to help motivate viewers to want to know more about the metric system, to familiarize the viewer with metric terms and to relate in a common-use way to the more familiar metric units of measure. (K-4) (5-8)

METHODOLOGY

METHODOLOGY

We found the discussion method works best in teaching Learning Companions. It is important to involve Learning Companions in a discussion to ensure they understand the subject and to give them materials, ideas and the needed confidence to discuss the subject with the homebound students they visit.

We also recommend an assignment sheet each week to guide Learning Companions and homebound students through the television programs or other materials.

The teacher distributed two copies of the assignment to each Learning Companion including one to be given to the homebound student. The practice of distributing written assignments to Learning Companions developed soon after the project began. These materials provided structure to classes and enabled students to more easily formulate their ideas. If a Learning Companion was unable to read the materials due to poor eyesight or lack of reading ability, the material was discussed with the student. In turn, Learning Companions read or interpreted the material to those elderly homebound students who were unable to read.

Several examples of these assignments follow.

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

In a course dealing with social issues intitled "The World About Us" the teacher distributed the following assignment of T.V. shows to the students:

ELDERLY HOMEBOUND PROGRAM

"The World About Us"

Assignment #1

1. Who Remembers Mama — Wed. April 18. — Channel 17 — 10 P.M.

   Experiences of middle-aged women when they loose their roles as homemakers.

2. Across the Silence Barrier — (NOVA) — Thurs, April 19 — Channel 17 — 8 P.M.
   " — Sat., April 21 — " — 2 P.M.

   The world of deafness is explained in a society that hears and takes language for granted.

3. Over Easy — Wed., April 18 — " — 12Noon

   Depression in older people is discussed.

4. Over Easy — Thurs., April 19 — " — 12Noon

   Free meals are served to Senior Citizens.

While watching these four programs the teacher asked students to consider specific questions. Students were invited to write down their thoughts for discussion in class the following week. All written assignments were entirely voluntary.

(Examples of questions for students on next page).

Who Remembers Mama?

1. The role of homemaker is lost to many middle-aged women, not only through divorce but by widowhood. Women on the average can expect to live 7 years longer than men.

   What can you think of that might help displaced homemakers cope with their problems? Who should help? What kinds of help would you suggest?

Across the Silence Barrier

2. Hearing is one of our most valuable senses, yet approximately 7% of all middle-aged people suffer some hearing loss. By age 65 the percentage has jumped to over half of all men and a third of all women. Loneliness and isolation, often leading to emotional distress, can result from this.

   How would you suggest those with hearing loss might compensate?

   How can others assist in communication with one who has a hearing loss?

Over Easy

3. Depression is the most frequent emotional disorder after middle years and causes many persons to withdraw from active participation in social life and lose a measure of their self-esteem.

   How might people recognize depression in themselves? In others?

   What do you think people could do to help overcome depression in themselves? In others?

Over Easy

4. Because of support like delivered meals, many people can remain in their own homes rather than in nursing homes.

   What other kinds of services do you think can assist people in this way?

   Would you know how to contact them?

In the Introduction to Sociology course the instructor distributed this assignment at the first session of the nine week classes:

NEW YORK CITY COMMUNITY COLLEGE

ELDERLY HOMEBOUND PROGRAM

INTRODUCTION TO SOCIOLOGY

Assignment #1: Values, Beliefs and Customs

SURVIVAL: WORLD'S WILDEST VILLAGE (Sunday, Nov. 5th, Channel 11, 7:00 PM). John Forsythe, host, explores an incredible village made up half of people and half of wild animals living in harmony....Vitshumbi, located on Lake Edward Asire, Africa. Should be fascinating.

THE WALTONS (Thursday, November 2 and/or 9th, Channel 2, 8:00 PM).

We will compare the idealized family values portrayed in the Waltons with the values and customes of the Vitshumbi.

BEHOLD WONDEROUS THINGS: POTLUCK HUNGER (Sunday, November 5, Channel 2, 10:00 - 10:30 A.M.) Iowa church picnic graphically illustrates concept of world as "global village". The picnickers draw cards that indicate which continent they were supposedly born on. Food quantities are then issued according to the resources actually available to the people of the various continents. Point: to show how resources contribute to the way people live and think, to their values and customs. Charles Collingwood narrates.

QUESTIONNAIRE

1. How do the people of Vitshumbi look at animals and nature? In other words, what are their beliefs about animals and nature? Discuss these "attitudes" with Learning Companion.

2. Are these "attitudes" or beliefs the same as ours or different?

Same_____ Different_____

3. How would you compare the way of life of the Vitshumbi to that of the Waltons? Better_____ Not as Good_____ Simply different_____
Would you write down some of the reasons for your answer.

_____

_____

4. What are some of the things that are important to the picnickers in the Global Village Picnic? Please list a few of these "values".

5. Please write down some of the beliefs of the picnickers.

6. List a few of the customs of the picnickers.

7. In the Global Village Picnic, how is the way in which the food is distributed related to the values, beliefs, and customs of the picnickers? Please discuss this relationship with Learning Companion.

8. Optional Question

If you could be reincarnated - return to life after death - what kind of society would you like to live in? Please answer this question in terms of values, beliefs and customs. Discuss with Learning Companion.

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

April 30, 1979

ASSIGNMENTS
UNITED NEIGHBORHOOD HOUSES

SOCIOLOGY II
R. Disch, Instructor

1. TV Assignments:

   a. OVER EASY, 3:00 PM, Monday - Friday, Channel 13

   b. SIXTY MINUTES, 7:00 PM, Sunday, Channel 2

   c. THIS MAN STANDS ALONE, 9:30 PM, Monday (tonight), Channel 4

      (Lou Gossett, Jr. stars as Black minister running for sheriff during height of civil rights movement).

   d. INFLATION: THE SKY'S THE LIMIT, 10:00 PM, Thursday, May 3rd,

      Channel 13.

2. WRITE ON! Answer one or more of the following questions for discussion:

   a. Discuss one of the OVER EASY programs with your Companion and tell him or her what you liked or didn't like about it.

   b. Which segment of SIXTY MINUTES did you find most interesting? Tell your Companion why you found it interesting. Be specific.

   c. Was the minister in THIS MAN STANDS ALONE courageous? Describe a time in your life when you faced a difficult decision and had to make a hard choice.

   d. Tell us how you personally fight inflation. How do you manage to fight ever rising prices? In short, give us all some advice.

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

New York City Community College
Sociology 1

November 28, 1979
R. Disch, Instructor

Dear Student:

These will be our last assignments of the term. They will deal with different aspects of the older adult (over sixty) in American Society. I hope you can watch these programs and discuss their content with your visitor. Happy Holidays!

1. Over Easy - Channel 13, 7:00 P.M., weekday nights. Hugh Downs conducts this series of interesting programs devoted to exploring specific problems of older people. Often he has famous guests on the program. Try to watch some of these programs. On Monday, December 3, the topic will be nutrition for older people. On Thursday, November 29, the topic will be the parent-child relationship.

2. Valentine - Channel 7, Sunday, December 9, 9:00 - 11:00 P.M. About a spunky 70 year old and his girl friend.

Topics for Discussion

1. Which of the OVER EASY programs did you like best? What did you like about them?

2. Pete Ferguson in VALENTINE is a lively non-conformist. Do you approve of this kind of "life-style" for older people? Discuss this issue with your visitor. Write down some of your opinions if you wish.

The television press release upon which this assignment was based was mailed to the teacher several weeks before the program was aired. The release gave the following description of "VALENTINE".

VALENTINE (Ch. 7, Dec. 9, 9:00 PM)

Pete Ferguson (played by Jack Albertson) is a 70 year old man who never lost the spunk and joie de vivre he had as a 21 year old. He's the self designated cheerleader at Sunset Villa, a retirement home in Venice, California. While many residents there have bought into the philosophy of quietism (they spend their time playing cards, checkers, bingo and watching TV), Pete leads an active life. He is especially fond of jogging.

His lover and best friend is Gracie (Mary Martin), an adventuresome and independent-minded woman who writes a column for the senior citizens newspaper, the Ocean Front Weekly. They enjoy each others company to the fullest. Gracie's 38 year old daughter Emily (Loretta Swift) disapproves of her mother's involvement, but is unable to do anything about it.

When Pete finds out that Gracie is very sick, he has his friend Dewey (Danny De Vito) place a bet at the track. Their horse wins and with the money Pete takes Gracie on a trip. During their journey, they experience things they've never felt before. They are present when a young couple's first child is born amidst the grandeur of the mountains. They visit his brother Joe and end up in Aspen at a tavern fondly remembered from Gracie's childhood.

QUESTIONS AND EXERCISES FOR VIEWERS

1. For Pete Ferguson old age is not a long prison sentence with only a little time off for good behavior. His philosophy is expressed in conversation with Emily, Gracie's daughter: "If somebody told you that people grow old and die...they lied to you, see..."Cause the truth is people grow old and live! It happens all the time. Old people are just young people who have lived longer!" Does Pete's philosophy make you feel good about growing old?
2. Can you empathize with Emily's apprehensions about her mother's romance with Pete? Why do you think she is so judgmental? Gracie's granddaughter Lindy, on the other hand, is not upset about their intimacy. Would you be more apt to identify with Emily or with Lindy?
3. Does the Sunset Villa strike you as the type of place where you would want to spend your later years? Why or why not?
4. How do Pete and Gracie differ in their view of the past? What does he learn about himself in the confrontation with his brother Joe? What does Gracie realize in her return to the bar in Aspen? Is there anything from your past, you would like to change or revisit?
5. You are old, Father William, the young man said,
   And your hair has become very white.
   And yet you incessantly stand on your head.
   Do you think, at your age, it is right?
   --Lewis Carroll, Alice's Adventures in Wonderland

Do Pete's humor and crazy antics strike you as a way of coping? as a stay against despair? as childishness? Do you think you would be comfortable with him? What personal quality do you believe will serve you best in older adulthood?

6. There are two deaths in "Valentine." How well does Pete deal with each one in your estimation? Consider the dying of someone you love. How would you spend your last times together? What would you talk about? What would you want to do or see to "finish" or "close" your life together?

TEACHER TRAINING

TEACHER TRAINING

Because of the uniqueness of this educational experience, we found it important to conduct teacher training seminars for even our most knowledgeable teachers. Although they were accomplished teachers of the elderly, few instructors had exposure to the specific educational needs of homebound students.

In the spring and fall semesters of the program, the Lead Teacher conducted teacher training seminars designed to make teachers aware of their responsibilities in this program and the problems they might encounter helping Learning Companions to become teachers of the homebound.

Examples of the agendas from two of these Teacher Training Seminars follow on the next page.

New York City Community College
OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

The following agenda was planned for a teacher training seminar held after several courses were given in the project:

Date: March 9, 1979

To: All Teachers
Elderly Homebound Program

From: Bob Disch
Lead Teacher

Re: Teacher's Training Seminar
Elderly Homebound Program

On Monday, March 26th, there will be an important Seminar for all teachers - past, present and future - involved in the Elderly Homebound Program.

The enclosed agenda indicates the topics that will be covered. Special emphasis will be placed on finding ways to reach the homebound student through the Learning Companions and developing effective methods of evaluation.

Date: Monday, March 26, 1979

Time: 1:30 P.M. - 4:00 P.M.

Place: President's Conference Room
Third Floor, Namm Hall
300 Jay Street
Brooklyn, New York

Please plan to attend this most important meeting - the only general meeting of all teachers in the Elderly Homebound Program this semester!

JD/fp
Encl.

AGENDA

TEACHER'S TRAINING SEMINAR

ELDERLY HOMEBOUND PROGRAM

Time: 1:30 P.M. - 4:30 P.M.

Date: Monday, March 26, 1979

Place: President's Conference Room
New York City Community College
300 Jay Street - 3rd floor
Brooklyn, New York

1. Summary of first five courses.
   Identification of successes and failures.

2. Reports from teachers in the first cycle.
   Fall semester 1978.

3. Reports from present teachers in Spring semester, 1979.

4. Methods of reaching the homebound elderly through
   Learning Companions.

5. Methods of evaluation: How much is getting through?

Teacher feedback meetings have added significantly to our knowledge of how to reach and teach elder homebound students and how to recognize problems and find solutions. The following is an agenda from a teachers' meeting held one year after the program began.

Teachers Meeting
for
Instructors in Elderly Homebound Program

Monday, September 17, 1979 1:30 P.M. - 4:30 P.M.

Agenda

I. Brief discussion of current funding status of the Elderly Homebound Program.

II. Teaching Elderly Homebound students:

-What were the problems encountered in teaching elderly shut-ins?

-Did teachers' visits to their homebound or roombound* students give more focus to class discussion or development of curriculum? How?

-How can we invite greater participation by the elder homebound student?

-Was television a useful educational tool? What other methods (e.g., newspaper, poetry, radio) do you think would be effective in teaching the homebound.

-Were television mailings relevant to your classes?

-Did you develop questions for your students based on television materials which were handed out to students in class? Were they effective?

III. Teaching the Learning Companion (L.C.):

-Did L.C.'s understand their role in the program?

-What problems did L.C.'s encounter in visiting and teaching the homebound?

-How can we better prepare L.C.'s for their involvement with homebound students?

-Do you feel more training sessions are needed for L.C.'s before actual classes begin?

IV. Tape of students' remarks at the last session of a Sociology class.

V. Open Discussion.

*A few courses were offered in nursing home settings where the more mobile elder residents shared the course with roombound or floorbound residents whose movement was limited.

Guidelines for Teachers

Since our program covered a large geographic area and close teacher supervision was difficult, it was imperative that teachers have a set of written guidelines to consult. These guidelines were written by our Lead Teacher and were distributed at the training seminar and at teacher orientation meetings.

At orientation meetings we stressed the importance of teachers' visits with their homebound students alluded to in the guidelines. Without a first-hand knowledge of the special needs of the homebound, teachers would be handicapped in planning courses to meet the needs of this unique group. Teachers visited at least four homebound students usually accompanied by the Learning Companion. Through these visits teachers also served as a role model to Learning Companions on how to teach the homebound.

TEACHING THE HOMEBOUND

Suggestions and Guidelines for Teachers

I. Goals of the Program

A. To expand the world of the homebound elderly through educational experience.

B. To help volunteers and homebound alike become more critical viewers of television.

C. To both facilitate and enrich the interaction between the volunteers and the homebound through shared educational experience.

D. To help the elderly deal with what has been referred to as "the fundamental task of old age, to encounter who we are..." through involvement with the humanities and social sciences.

II. Teaching Suggestions: The following are hints that may or may not be useful. Pick and choose as you wish.

A. The First Class - The first class will be extremely important, especially for teachers working with unpaid* Learning Companions (L.C.'s). Plan the class well, but remain flexible. Take a break after the first forty-five minutes. Use it for informal talks with the Learning Companions. If an A.M. class, stop teaching before noon. Students will be getting hungry and restless.

(Some students might have to leave early to go to lunch). Leave the class with a stimulating question, idea or problem to open up the next session - and to motivate them to attend the next class. Also, remember that the Learning Companions are assuming the new and challenging (and possibly threatening) role of "teacher." Some will necessarily be nervous and insecure. Mention that each participant will receive a certificate if he or she completes seven assignments.

*Some Learning Companions were paid by their agencies as homemakers, home health aides, etc. Others visited the homebound as volunteers.

B. Remain Flexible - Don't get married to content or methods that fail to ignite student interest and involvement. Be ready to change direction at any time. If an assignment flops, shift to another approach. For example many of us will want to use the relatively "highbrow" content on WNET/ Channel 13. If it works, fine! If not, try lighter T.V. material. We've used "All in the Family", "Marcus Welby, M.D.", health-aide ads, and soap operas to provoke discussion of social issues. We've also used "The Biography of Margaret Sanger" with success.

C. Lecture/Discussion Format - Most teachers favor the lecture/discussion format. Straight lecturing usually fails. Involve the students in discussion.

D. Audio/Visual- Use television, slides, movies, film strips and other audio/visual aides to break things up in class. Public libraries have substantial a/v holdings

E. Shared Experience - Whenever possible, schedule television or radio assignments so that Learning Companion and Homebound can share the viewing experience. This is not easy, but it definitely helps the educational process when it can be done.

F. What's Getting Through? - After presenting material to your class, stop and ask a few questions about content. Give an ego building true/false quiz. Find out how much is getting through; how much missing the mark.

Remember: Don't embarass the non-literate or grade the papers. Often it is useful to repeat main points in two or three different ways. Many older adults have been trained not to question a teacher's authority. Encourage students to speak up when they don't understand or don't agree with your presentation.

G. Use Basic English - Keep all written handouts in clear, basic English. Proceed on the assumption that your students are intelligent but unversed in the conventions and vocabularies of scholarly discourse.

H. Push for Improved Performance - If your first few handouts seem to work well, expand homework assignments, and improve the quality of the television programs. See how far students will go in producing written materials and improving television habits.

I. Multiple Assignments - Give two or three television assignments at different levels of difficulty - if you feel that student diversity requires it. Request that the student view at least one (or two) of the programs. This allows for choice and improves the chance for success.

J. Resource Help - We receive advance notice about television programming. Whenever we notice a program of interest in your field, we'll mail it to you or call you up. Please contact us as often as you wish to inquire about forthcoming programs.

K. Xeroxing - Teachers are asked to xerox in the agencies in which they work. If this is impossible, call us and we will try to have it done here. Please keep Xerox requests down to two pages per students per class. We'll do our best to accomodate longer requests but can make no promises. Give us at least two weeks time. (This relates to assignments distributed in class.)

III. Teacher Responsibilities

A. Visits to the Homebound - During the course teachers will visit four or their homebound students with the appropriate Learning Companion. These visits are intended to provide the teacher with intimate knowledge about how the course is being received by the homebound. Second, we need all the relevant information and anecdotes you can provide in order to develop content for a manual. Finally, we need feedback from students in order to improve future programs for the homebound.

B. Attendance Records - Please keep accurate records. Include the addresses and phone numbers of all Learning Companions and homebound students.

C. Absences - If you cannot meet class, please inform the college as soon as possible. We'll try to cover your class.

D. Student Absences - If a Learning Companion misses two or more classes, try a phone call. Often this simple gesture will overcome feelings of neglect, insecurity, fear, etc. and will bring the student back to class.

E. Television Materials - Please hold on to any advance notices of television programming you may receive and feel free to write any comments on them. We will later use these materials in preparing a manual.

MEETINGS

MEETINGS

Meetings of various kinds are important to disseminate material and information, discuss the program, and assist with solving various group problems. There may also be training functions you wish to carry out. You may find it helpful to consider the following schedule of meetings:

Core Staff Meetings .....Weekly
Teacher Feed Back Meetings.....1 per Semester
Teacher Training Sessions.....1 per Semester
Advisory Committee Meetings.....Every Two Months
Evaluation Meetings.....3 per Project Year

BUDGET

BUDGET

A one year Budget for this Project might look like this:

	PERSONNEL		**Figure (varies as to region)**	
1.	Program Director	50% time @ $18,000	$9,000	
2.	Secretary	30% time @ $ 9,000	2,700	
3.	Teachers 12 courses - 20 hrs per course @ $20 p/h		4,800	
			16,500	
	Benefits	20% of payroll	3,300	
	Total Personnel			$ 19,800
	Non-Personnel			
	Equipment	None		
	Travel		$1,500	
	Supplies	$100 per course	1,200	
	Telephone	$50 month	600	
	Other	$100 month	1,200	
				4,500
	Indirect Costs	20% of Personnel		3,960
			Total	$28,260

The program director will be your key staff person. She/he will have to make the contacts with social agencies, recruit and direct the faculty, perhaps help recruit learning companions and homebound students, publicize the program in the community, and secure funding to maintain the program. We recommend that this be at least half of the responsibility of a full time person for a larger program.

The specific figures will vary in this budget for all the items listed, but you will want to consider all these elements.

FORMS

FORMS

A series of forms should be developed which serve to keep program information flowing, and facilitate the work of the program. Though we provided orientation materials to teachers and students including memos, schedules and personnel forms, our program kept forms to a minimum. Those used were helpful supports to on-going program monitoring and evaluation functions. Forms were developed and/or distributed by those listed.

Who	What	Where and/or When
Teachers	Course Outlines	Beginning of Course
	Questionnaires listing assigned T.V. programs	Distributed to students weekly
Administrator	Progress Reports to Funding Agencies	As required
	Final Evaluation Report	End of Course
Learning Companions (L.C.'s)	Learning Companions' responses and those of homebound students to written course assignments	Each week
	Evaluation of Course work	End of Course
Homebound Learners	Course Evaluation Forms	End of Course
	"Homework" Assignments	

Sample course assignments for students are given on pages 40-47.

PROBLEMS

PROBLEMS

Every program runs into problems. We list some of ours here with the hope that this may help you in your planning.

Elderly people in big cities are often afraid to leave their homes because of their fear of being criminally assaulted, or having their purses snatched, or pockets-picked. In this sense, they are more "crime-bound" than homebound.

In many cases, because of the urban reality of muggings, Learning Companions were afraid to visit Homebound Learners. We found that pairing Learning Companions often alleviated some of this fear. Assigning Learning Companions to their own neighborhoods was also helpful. This saved travel time and expenses as well.

Many elderly, poor, homebound and Learning Companions live in high-floor walk-ups. Learning Companions often cannot make the long climb more than once a day. In addition, bad weather may keep urban, rural, and suburban Learning Companions from visiting the homebound.

This program made use of paid and unpaid Learning Companions. In some cases, paid (by their social agencies) and unpaid Learning Companions were combined in one class. This was not productive since unpaid companions were often resentful of those who were paid.

We organized several courses with organizations and social agencies that employed elders to perform services for homebound clients (including homemaker, home-health-aide and similar services). In at least one course, the Homebound Learner experienced difficulty accepting an individual paid to perform personal services who now was assuming the more equal role of a Learning Companion sharing course material.

Many homebound lacked the alertness, interest in education and intellectual curiosity needed to participate in this program. Without careful

monitoring, agencies may assign students who are physically and mentally incapable of active participation in the program.

It was often difficult to recruit Learning Companions because of the lack of compensation, travel, and lunch allowance. In your funding proposal, be sure to make a provision for a transportation allowance for Learning Companions to cover their visits to the homebound. This will promote good will, ease the economic strain on people living on fixed incomes, and help the Learning Companions to feel compensated for their time and effort.

Learning Companions sometimes felt they were unable to communicate with homebound clients. This takes a sense of confidence and comfort that many of our Learning Companions did not have. Some developed this confidence during the course but others never overcame their initial discomfort. It is important for teachers to continually reassure Learning Companions and encourage them to keep trying.

Many were afraid to fail. We tried to impress upon the Learning Companions that they were participants in a unique and untried educational experience where there is no real failure. The problems encountered in each course helped us to refine methodology, improve teaching techniques and alter recruiting efforts. Teaching shut-ins is challenging and requires overcoming many obstacles. Any effort brings some reward to the Learning Companion and homebound student.

Perhaps the most difficult aspect of the Learning Companion - Homebound Learner relationship was the Learning Companion's fear, often expressed, but more often assumed by us, of over-identification with the hopelessness and depression of many of the homebound learners. It took care and commitment for both Learning Companions and homebound Learners to persevere.

Hindsight has shown that we needed to provide more formal recognition for our older learners. While individual graduation ceremonies were held at each course site, a more formal graduation ceremony including a lunch or dinner would have brought a greater sense of pride and accomplishment to the elders who

participated. Special arrangements could be made to transport at least some homebound students to the event.

While the use of television to teach homebound elders was often rich and productive, occasional problems arose. Sometimes there were program changes with little advance notice, making it difficult for instructors to plan. Televisions broke and were not repaired quickly, and some students went to sleep early, before programs were aired.

These are problems we encountered. You will no doubt encounter others. We think you will find, as we did, that these problems can be overcome, or at least compensated for, and that the important and meaningful work of educating Learning Companions and the homebound elderly will go on.

EVALUATION

EVALUATION

Every program needs to evaluate what it is doing; whether it has accomplished its goal, what problems it has encountered, and generally what it needs to do more of, or less of, to be responsive to the needs of the people it serves.

Our project evaluation was ongoing through visits to course sites to observe classes and visits to shut-ins to discuss their interest and involvement in the program. We also obtained feedback from staff at weekly project meetings and asked for feedback from teachers and Learning Companions. We also solicited responses from agency directors and staff responsible for our program in their centers, and we followed the evaluation requirements mandated by our various funding sources including submission of progress reports and final reports. We welcomed and effectively used feedback from our Advisory Committee.

While your funding source may or may not set up an accountability and evaluation procedure, it would be wise to consider how you intend to monitor and assess how your program is doing its job.

Here are the ways in which we evaluated our project:

The project director or other staff member visited most courses at least once to evaluate teacher effectiveness, their rapport with students and course relevance. The project director talked with students and social agency directors about their responses to the course.

Instructors in the elderly homebound program were required to visit at least four homebound students. Some teachers visited all the homebound students in their classes. These visits enabled teachers to understand the educational needs of elder homebound students and change the focus of their courses if necessary.

Teacher feedback meetings were held twice a year to enable teachers to exchange ideas and share problems and solutions. Sample agendas from these meetings can be found on pages 49-51. Core staff meetings involving the project director, lead teacher and other staff assisting on the project met weekly. These

meetings were vital to assessing the project's direction and making needed changes in teaching methodology, recruiting efforts and curriculum development.

Responses from students have been essential in evaluating how successful we have been in meeting elder students educational needs.

At the final class session teachers asked students to comment on the impact of courses upon them. Students were invited to write their remarks or discuss them in class. Learning Companions were also asked to give their reactions to visiting elderly homebound students and what they felt was the impact on the students they visited.

The following comments were submitted by students of the Psychology of Everyday Living course at the Bronx YM-YWHA Senior Citizen Center:

"After going over the last lesson with my homebound student, Ruth K., I asked her how she felt about the visits. Her response was that she was very happy to have me visit and discuss the lesson with her. You must remember that Mrs. K., as well as other homebound students, are lonely people who relish when someone visits them. I do hope that some parts of the lessons I passed on to Mrs. K. will help her physcially and mentally".

In another statement she made about the class, this Learning Companion wrote: "I looked forward to coming to the class every week...When you are away from business and out of school even longer, you aren't using your mind; with this course you are using it - very enlightening".

- Rose L.
Learning Companion

"I must confess that when I joined the course, I had many misgivings regarding the arrangements with my homebound student. However, as time goes on, I am more encouraged despite the fact that Rhoda Z. couldn't possibly cooperate as much as she would like to.

"Considering her many physical handicaps, I am confident that she does try her utmost. I visit her once a week and spend about one and a half hours with her which obviouslypleases her very much. I always seem to create a feeling of comraderie; at first I listen to her relating her many activities of past years. This always leads up to her asking "...so what did you learn today and what can I do to be of help?" As I leave I always ask "Would you like me to come again soon - please be honest about it". The answer so far has always been "...please let me reassure you that it is always a pleasure to talk with you and listen to you".

"I find this so gratifying, which proves once again, when one helps another she herself is helped. My only frustration is that Rhoda is not always in a position to watch the recommended T.V. programs but perhaps that too will come to pass".

- Edith L.
Learning Companion

The homebound student visited by Edith L. wrote the following:

"Mrs. Edith L. has been visiting with me for the past few weeks. I must say I really enjoyed her company and the conversations - be it about the course at the "Y" or about general things which were quite enlightening.

"Being that I am a shut-in, it gave me quite a lift when she would visit me".

- Rhoda Z
Homebound Learner

Comments from Students at the Bronx YM-YWHA Senior Citizens Center (continued)

"The woman I visited (Sylvia H.) was extremely stimulated (by the course) as she had a weekly goal and looked forward to our weekly sessions, spending at least two hours discussing the work of the week. I do hope you will have a similar course as a continuation of this one".

- Leah G.
Learning Companion

Mrs. Leah G's homebound student wrote the following about the class:

"I just wanted to write a few words to express my appreciation for being given the opportunity to participate in the Psychology class. I enjoyed working with my visitor, Mrs. Leah G. and discussing the lectures with her.

"I particularly enjoyed the opportunity to meet the teacher* when she visited me at home. It was such an enjoyable visit and I would like to meet with her again".

- Sylvia H.
Homebound Learner

*This is a reference to the visits teachers were required to make to at least four homebound students accompanied by the Learning Companion.

- - - -

Several of the problems experienced by Learning Companions during their visits to frail, elderly homebound students are reflected in these comments:

"Since Ettie is legally blind and has no television set, I have had to read the outline of our sessions to her and review the television assignments and then we try to have a discussion. I realized from the start that we could not follow the outlines of the topics to be discussed. Ettie, who spends her entire day in a wheelchair, is certainly the epitome of frustration - a once independent, active and apparently gifted person who now has to depend upon someone else for her every need to make it through the day.

"As to how she feels about the course and my visits, there is no question. She keeps repeating how eagerly she looks forward to our visits and talks. Although I find the atmosphere in her apartment depressing when I get up to leave, I find it hard to resist her pleas to stay a little longer and when I finally leave, it is almost with a feeling of guilt. Nevertheless, the course has brought us together and in some way each of us must be benefitting from the association and consequent communication of ideas".

- Ruth V.
Learning Companion

We gave a Sociology course to Senior Citizens employed by United Neighborhood Houses as friendly visitors to the elderly homebound. One student in the class, Leon S., who shared this course with a shut-in he visited regularly commented:

"I want to express our gratitude to the Institute of Study for Older Adults for enabling us, through the college-type course in Sociology to better understand social problems we confront in our activities as companions to homebound and elderly people.

"The study of different topics which deals with social problems enriched our insufficient knowledge about how to face them and gave us more self-assurance in our practice.

"We tasted the nectar of knowledge, now our appetite for learning has increased; we would appreciate more "OLOGY"

"The course was indeed captivating and we would love to know that the community college makes possible its continuation.

"We are grateful particularly to our teacher Mr. Robert Disch for his enthusiasm and way of teaching us the relevance of Sociology in our good samaritan work.

"Thanks a lot, Bob!"

-Leon S.
Learning Companion

* * * * * * * * *

In addition to obtaining these informal comments from students about courses, you might want to use a more formal evaluation process. Questionnaires can be distributed to teachers, Learning Companions and Homebound Learners for feedback on courses. Here are suggested evaluation forms which can be adjusted to meet the needs of your program.

NEW YORK CITY COMMUNITY COLLEGE
Of The City University of N.Y.
300 Jay Street
Brooklyn, N.Y. 11201

Dear Teacher:

In order to help us evaluate the effectiveness of the Homebound Elderly Programs, we are asking teachers, L.C.'s* and homebound to answer a brief questionnaire.

Please take time after your fifth or sixth class to instruct the L.C.'s about completing both their own forms (to be done in class) and those of their homebound students. Make sure to point out that no one is asked to put his or her name on the form. All questionnaires should be returned to New York City Community College with class rosters at the end of the session.

Please call if you have any questions about forms or procedures. We appreciate your time and effort.

Yours truly,

Robert Disch
Lead Teacher

TEACHER EVALUATION

Key:
1 - agree completely
2 - mostly agree
3 - agree somewhat
4 - mostly disagree
5 - completely disagree

1) In general, this method of reaching the homebound elderly with educational programs is highly effective:

1 2 3 4 5

2) I found television an excellent medium for teaching the homebound:

1 2 3 4 5

3) I believe that this methodology for teaching the homebound should be replicated by other institutions throughout the country:

1 2 3 4 5

4) Written assignments worked well with both Learning Companions and homebound:

1 2 3 4 5

*Learning Companions

TEACHER EVALUATION con't.

5) Approximately how much time did you spend helping the Learning Companions develop ways and means of reaching the homebound:

NONE 1/4 1/2 3/4 ALL

6) This course helped to expand the world of the homebound elderly through educational methods:

1 2 3 4 5

7) The Learning Companions became more critical viewers of the television as a result of taking the course:

1 2 3 4 5

8) The homebound became more critical viewers of television because of the course:

1 2 3 4 5

ADDITIONAL COMMENTS: Please add any comments you might wish to make about the course.

QUESTIONNAIRE FOR LEARNING COMPANIONS

NEW YORK CITY COMMUNITY COLLEGE
OF The City University of N.Y.
300 Jay Street
Brooklyn, N.Y. 11201

Dear Learning Companion,

The following questionnaire is designed to help New York City Community College evaluate the Homebound Elderly Program.

In order to improve our methods, we need your ideas and insights. You don't have to sign your name.

Yours truly,

Robert Disch
Lead Teacher

Please give each of the following statements a "grade" by placing a circle around the number which you feel is most accurate.

KEY:
1 - agree completely
2 - mostly agree
3 - agree somewhat
4 - mostly disagree
5 - completely disagree

1. I liked this course very much:

1 2 3 4 5

2. The course was dull:

1 2 3 4 5

3. My homebound client and I enjoyed discussion of the course content:

1 2 3 4 5

4. I would like to take another class:

1 2 3 4 5

5. I found it easy to share the content of the class with my homebound client:

1 2 3 4 5

6. My homebound client was not interested in the class:

1 2 3 4 5

7. Sharing the class with a homebound client made it easier to relate to the client:

1 2 3 4 5

8. The client would like to take another course:

1 2 3 4 5

OPTIONAL QUESTIONS & COMMENTS

1) How would you improve the course?

2) Additional Comments: Feel free to share with us any thoughts or feelings about the course.

QUESTIONNAIRE FOR HOMEBOUND STUDENTS

NEW YORK CITY COMMUNITY COLLEGE
Of The City University of N.Y.
300 Jay Street
Brooklyn, N.Y. 11201

Dear Student,

In order to improve the elderly homebound program, we are asking you to fill out a brief questionnaire. We will use your answers to make our classes more interesting for you and others who are homebound.

Please circle the answer which is most correct.

1. Did you discuss this class with anyone other than your visitor?

   YES NO

2. If yes, were the people:

   Friends? Relatives? Other? (Please Indicate_____)

3. Was the class generally:

   Interesting Uninteresting Inbetween

4. Did you see or hear the T.V. Assignment?

   Some None All of Them

5. Would you like to take another class?

   Yes No

6. Taking this class made me think about some things in a different way:

   Strongly Agree Agree Somewhat Strongly Disagree

COMMENTS: Please write - or have your visitor write any comments about the course.

_____

_____

_____

_____

_____

_____

CONCLUSION

CONCLUSION

We hope that this manual has provided an introduction to the content and process of setting up a continuing education program for the homebound. As noted earlier, the quality of life for our senior citizens leaves much to be desired. We must strive to make programs available to the aged, beyond bread alone. A manual such as this should serve as a beginning effort toward highlighting the needs and tremendous capacity of people for living to the very end of their lives.

Address comments and requests for additional manuals to:

Dr. Peter Oppenheimer or

Ms. Joan Delaloye or

The Institute of Study for Older Adults

-at-

New York City Community College

Division of Continuing Education, Room 304

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